

RELATIONSHIP OF WORK BEHAVIOR TYPES
AND SITUATIONAL LEADERSHIP
WITHIN COLLEGES OF NURSING

BY

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The problem of this study was to determine the relationship of work behavior types and situational leadership within colleges of nursing. Specifically, the theory that effective leaders adapt their work behavior types to the work behavior types of those being led was investigated.

The research sought to answer the following questions: (a) Are certain work behavior types characteristic of faculty in baccalaureate nursing programs? (b) Are the faculty perceptions of their dean's work behavior type congruent with their dean's work behavior type? (c) How do work behavior types of faculty relate to the faculty's perceptions of their

dean's work behavior type? (d) Do the perceptions of faculty who have deans with high effectiveness scores differ from the perceptions of faculty who have deans with low effectiveness scores in regard to whether they and the dean have the same work behavior type?

Participants of the study were 46 faculty members and their respective deans from randomly sampled colleges of nursing accredited by the National League for Nursing. The Leader Effectiveness Adaptability Description (LEAD) was used to determine effectiveness scores. The Marcus Paul Placement Profile (MPPP) was used to determine work behavior type.

There was no evidence to support the theory that effective deans adapt their work behavior types to the work behavior types of their faculty. This lack of support may have been due to (a) the use of actual rather than perceptual effectiveness scores, (b) the instruments used, and/or (c) the work behavior type of the deans in the sample. However, by finding consistency between faculty perceptions of their dean's work behavior type and their dean's actual work behavior type, evidence has been provided to support the concept that work behavior analysis is valid for use in higher education administration to determine how leaders are perceived by others.

CHAPTER 1 INTRODUCTION

The success of any organization depends to a great degree on its leadership. In institutions of higher education, one of the important leadership positions is the dean of a college/school within the university. The dean performs as an executive leader in shaping and accomplishing the mission of the institution. The dean can be as concerned about the institution as the president; however, the dean's responsibilities are shaped, or curtailed, by relations with other administrators and the faculty (Dibden, 1968).

The dean's administration is marked by deliberate efforts to inform and be informed by colleagues in the faculty of all developments which affect the educational program (Gould, 1964). The dean must encourage and support excellence of faculty personnel and performance. At the same time, the dean has the critical role of acting as the intermediary between the college and the university at large.

According to Gilley, Fulmer, and Reithlingshoefer (1986), there is no question that leaders in colleges

and universities, public and private, "face one of the most challenging periods in their history" (p. 3). Providing effective leadership during this period has become a critical task.

Background

Providing effective leadership in higher education is no easy task. In their leadership role, deans must use the human and environmental resources available within their academic discipline to accomplish the educational goals of the institution.

In professional programs, deans not only provide balance between the structural and functional innovations of their programs and the university to which it is affiliated, but also have the additional responsibility of linking their college to their professional field. Current knowledge of advances in their respective fields is necessary so that faculty of professional programs may prepare their graduates to function safely and effectively in the profession. Deans of professional programs must have current knowledge in their professional field in order to provide the leadership necessary for the faculty to remain current and keep the program current.

In addition, American professional programs are oriented toward the concept of clinical practice. There is a clear functional distinction between the arts and sciences disciplines and professional programs, a distinction between "knowledge for its own sake" and the "utilization of knowledge for problem-solving" (Dill, 1980, p. 179). The dean must be an advocate for the professional program and the way it complements the arts and sciences disciplines. The professional program dean has the responsibility of maximizing and integrating the strengths of the professional program with the remainder of the university, as well as with the professional field.

Deans of colleges of nursing, for example, must balance the responsibilities of higher education administration with the responsibility of a professional program which has a major impact on the health care system. Nursing programs cannot be run in isolation from either the health care system or the university environment. Deans of colleges of nursing must be sensitive to changes in the American health care system, how these changes affect nurses, and how these changes affect nursing education. The dean of a college of nursing then must provide leadership and

support for the faculty in order to provide quality nursing education. It is important for a college of nursing dean to be both an administrator and a nurse.

A key concern of nursing deans is their leadership effectiveness in working with and through faculty to achieve the goals of the college and the institution (Douglas, 1981). Researchers tend to believe that there is no one best style of leadership (Hersey & Blanchard, 1988). Effectiveness depends on the leader, the follower, and other situational variables. This concept has been developed into situational leadership theory. One application of this theory is Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model.

Although the model developers did not advocate a single ideal leader behavior style as being appropriate in all situations, they did advocate consistency in using the same style for all similar situations and varying the style appropriately as the situation changes. An important concept in the Tri-Dimensional Leader Effectiveness Model is that effective leaders adapt their leader behavior to meet the needs of their followers and the particular situation (Hersey & Blanchard, 1969, 1988). "If their followers are different, they must be treated differently" (Hersey & Blanchard, 1988, p. 124).

Individual behavioral differences in the work force have received much attention from researchers since the turn of the century (Nickens, 1984). Research on human behavior in work situations has documented differences in aptitude, proficiency, and personality types. The behavioral model developed by W. M. Marston laid the foundation for greater understanding of an individual's general qualities and behaviors as they relate to the work situation (Nickens, 1984).

It is these individual work related qualities and behaviors, also known as work behavior traits or types, that leaders must consider, as well as environmental situations, in order to be effective. In higher education, the dean has been identified as leader and the faculty as followers, each having individual work related qualities and behaviors. If Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model has validity, then it can be theorized that effective deans adapt their work behavior types to the work behavior types of the faculty.

Statement of the Problem

By extending the concepts of Hersey and Blanchard's theory, this researcher tested the Tri-Dimensional

Leader Effectiveness Model. Specifically, the theory that effective leaders adapt their work behavior types to the work behavior types of those individuals being led was investigated. The problem of this study was to determine the relationship of work behavior types and situational leadership within colleges of nursing.

The following research questions were examined:

1. Are certain work behavior types characteristic of faculty in baccalaureate nursing programs?
2. Are the faculty perceptions of their dean's work behavior type congruent with their dean's actual work behavior type?
3. How do work behavior types of faculty relate to the faculty's perceptions of their dean's work behavior type?
4. Do the perceptions of faculty who have deans with high effectiveness scores differ from faculty who have deans with low effectiveness scores in regard to whether they and the dean have the same work behavior type?

Justification

In 1978 Dimond and Slothower wrote that research in nursing administration has been and is a neglected area

of research. Furthermore, Dimond and Slothower stated that there is no firm cognitive base in nursing from which nursing administrative practice can be derived. Although organizational dynamics have been the most common kind of research, Dimond and Slothower (1978) supported the need for continuing systematic inquiry along these lines.

The importance of studying nursing education administration, including leadership behaviors, was also recognized by Leininger (1974). She suggested that study in this area could enhance the possibility of "helping leaders move into organizational settings and leadership positions that match their skill, interests, potential capabilities, and experience" (p. 34).

Miller, Heller, Moore, and Sylvia (1987) confirmed that relatively little research has been conducted in nursing education administration during the past 30 years. They conclude that higher education administration in nursing is a relatively young field of study and that there is a need to demonstrate evidence of theoretically guided research in this field. By examining the relationship of work behavior types and situational leadership in colleges of

nursing, a contribution has been made to theory building and an organized body of nursing education leadership knowledge.

Leaders and leadership have been studied extensively since the days of Plato, Caesar, and Plutarch (Bass, 1981). Three basic approaches to the study of effective leaders have been to identify universal personality traits, to identify behavior leaders engage in, and to reconcile the diversity of behavioral and trait research results (Robbins, 1984). The third approach, which has gained wide acceptance in recent years, considers not only leader behavior and characteristics, but also group behavior and characteristics as well as other situational variables.

One theory in which this third approach is used is Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model. Leadership effectiveness by adaptability is a prime characteristic of this situational leadership theory. By extending the concepts of Hersey and Blanchard's model, this researcher tested the Tri-Dimensional Leader Effectiveness Model by theorizing that effective leaders adapt their work behavior types to the work behavior types of those being led. Thus a unique

feature of this research was that situational leadership was considered from the perspective of personality work behavior types rather than leadership styles or situational variables.

In addition to testing the Tri-Dimensional Leader Effectiveness Model, through this research the application of work behavior types as defined by the Marcus Paul Placement Profile has been expanded. At the time of the study, work behavior types were being used in career planning and placement. Through this study, it has been shown that work behavior types can be used in higher education administration for determining how leaders are perceived by others. Thus a new theoretically valid use for the Marcus Paul Placement Profile has been added through this research.

This research also has practical implications. Effective leadership at all levels of higher education administration will be crucial to meeting the challenges facing college and university personnel during the remainder of this century. Therefore, providing education for people who are potential higher education leaders also becomes a challenge for college and university personnel. The findings of this study can be useful to higher education administration

programs in the areas of career planning, academic advising, preparation of placement files, and planning for effective and meaningful academic programs and mentoring systems.

Delimitations

The following delimitations were set.

1. The focus of this study was on deans and faculties in colleges of nursing accredited by the National League for Nursing.
2. Information on leader effectiveness was confined to that measured by the Leader Effectiveness and Adaptability Description.
3. Information on work behavior type was confined to that measured by the Marcus Paul Placement Profile.

Limitations

There were limitations to this study.

1. All of the participants in this study were in colleges of nursing. Therefore, generalizations to other disciplines may not be appropriate.
2. The majority of the deans of colleges of nursing are female (Lucas, 1986). Therefore,

generalizations to male college of nursing deans may not be appropriate.

3. Work behavior type was measured in one way, by the self-rated Marcus Paul Placement Profile.
4. Leader effectiveness was measured in one way, by the self-rated Leader Effectiveness and Adaptability Description.

Assumptions

The following assumptions were made.

1. Work behavior type analysis is a concept that can be applied to this issue.
2. The Marcus Paul Placement Profile is a valid and reliable instrument for measuring work behavior type of deans and faculty of colleges of nursing.
3. The Leader Effectiveness and Adaptability Description is a valid and reliable instrument for measuring leader effectiveness of deans of colleges of nursing.
4. Participants will answer the surveys honestly and responses will accurately reflect their attitudes and preferences.

Definition of Terms

Dean. This term refers to the chief administrative officer of a program who may have the title of dean, chair or its derivative, director, or other titles such as coordinator or head.

Colleges of Nursing. This term refers to all nursing schools and colleges which have a program leading to the baccalaureate degree in nursing and which are accredited by the National League for Nursing. These schools may be located in public or private colleges and universities. There may or may not be other nursing degree programs associated with the nursing school/college.

Leadership effectiveness. This term refers to the appropriateness of the style of a leader to the situation and is based on the leader's ability to adapt their leadership style to the needs of the followers and the situation. It is further defined by Hersey and Blanchard (1988) as the style adaptability score on the Leader Effectiveness and Adaptability Description.

Work behavior type. This term refers to the categorizing of certain predisposed behavior traits found in the work situation as defined by the Marcus Paul Placement Profile.

Marcus Paul Placement Profile (MPPP). This term refers to an instrument developed by Nickens (1984) and Bauch (1981) to discern work behavior type. MPPP work behavior types are categorized as energizer (results oriented), inducer (people oriented), concentrator (technically oriented), and producer (quality oriented).

The Leader Effectiveness and Adaptability Description (LEAD). This term refers to an instrument developed by Hersey and Blanchard (1988) to measure three aspects of leader behavior: (a) style, (b) style range, and (c) style adaptability (effectiveness). The LEAD comes in two forms: the LEAD-Self and the LEAD-Other. The LEAD-Self measures self-perception of how an individual behaves as a leader. The LEAD-Other reflects the perceptions of a leader's subordinate(s), superior(s), or associates (peers).

Organization of the Study

In Chapter 1, the problem investigated and the specific questions examined have been presented. Chapter 2 contains a review of the literature and research on situational leadership and work behavior

types. The procedures for the collection and analysis of the data are presented in Chapter 3. Chapter 4 contains the results of the data collection, including a description of the sample population and data analysis for each research question. Chapter 5 includes a summary of the study, discussion of the findings, and recommendations for additional research.

CHAPTER 2 LITERATURE REVIEW

This review covers three areas. The first section is an overview of the theoretical framework for situational leadership, including Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model. The second section is an overview of the theoretical framework for work behavior types and the Marcus Paul Placement Profile. In the final section, a synthesis is provided of related research on nursing education leadership, situational leadership, and work behavior types.

Situational Leadership

Leaders and leadership have been topics of discussion and study throughout the ages. "There are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (Bass, 1981, p. 7). Many theories of leadership have been used to explain either the factors involved in emergence of leadership or the nature of

leadership and its consequences (Bass, 1981). One of the more recent leadership theoretical frameworks which has become popular is situational leadership.

Background

Robbins (1984) identified three basic approaches which researchers have used to explain what makes an effective leader. The first approach was to identify universal personality traits that leaders had to some greater degree than nonleaders. Although a number of traits of personality and character were identified as being associated with leaders, these traits were not consistent and unique in all the studies. The trait approach was found to have certain limitations. It ignored the needs of followers, generally failed to clarify the relative importance of various traits, and ignored situational factors (Robbins, 1984).

In a second approach, leadership was explained in terms of the behavior that a person engaged in. Researchers searched for something unique in the way that effective leaders behaved. For example, did effective leaders tend to be more democratic than autocratic? However, the researchers were not

successful in identifying consistent relationships between patterns of leadership and group performance (Robbins, 1984). The primary limitation of the behavioral approach was that there was no consideration of situational factors that influence success or failure.

Nevertheless, several models did gain wide acceptance, including Blake and Mouton's Managerial Grid. Blake and Mouton (1964) developed a two-dimensional view of leadership style based on the styles of "concern for people" and "concern for production." Concern for production is on the horizontal axis, while concern for people is on the vertical axis. The grid has nine possible positions along each axis. Leaders may be high or low on both axes, or they may be high on one and low on the other.

In the grid, Blake and Mouton identified five different types of leadership based on concern for production and concern for people. These styles were called impoverished (1-1), country club (1-9), task (9-1), middle-of-the-road (5-5), and team (9-9). Based on their research findings, Blake and Mouton concluded that managers perform best under a 9,9 style. However, the Managerial Grid tends to be an attitudinal model

with which are measured the values and feelings of a manager and there is little substantive evidence to support the conclusion that a 9,9 style is most effective in all situations (Hersey & Blanchard, 1982; Robbins, 1984).

The third approach has been to explain leadership by reconciling the diversity of behavioral and trait research results. In this third approach, not only the leader behavior and characteristics are considered, but also group behavior and characteristics as well as other situational variables. Several models of this approach have proved successful and gained wide recognition, including Fiedler's Leadership Contingency Model (Robbins, 1984).

Fiedler (1967) developed his Leadership Contingency Model in an attempt to define specific circumstances under which various leadership styles were most appropriate. According to his model, three major situational variables seemed to determine whether a given situation was favorable to leaders. The first was their personal relations with the members of their group (leader-member relations). The second variable was the degree of structure in the task that their group had been assigned to perform (task structure).

The third situational variable was the power and authority that their position provided (position power).

In Fiedler's model, there were eight possible combinations of these three situational variables. Fiedler then attempted to determine what the most effective leadership style, task-oriented or relationship-oriented, seemed to be for each of the eight situations. Fiedler (1967) concluded that "the appropriateness of the leadership style for maximizing group performance is contingent upon the favorableness of the group-task situation" (p. 147). Furthermore, Fiedler concluded that task-oriented leaders tend to perform best in group situations that are either very favorable or very unfavorable to the leader while relationship-oriented leaders tend to perform best in situations that are intermediate in favorableness.

Although Fiedler's Leadership Contingency Model is useful to a leader, his model does have limitations. Fiedler seems to suggest a single continuum of leader behavior with only two basic leader behavior styles, task-oriented and relationship-oriented. However, there is evidence to indicate that leader behavior must be plotted on two separate axes rather than a single continuum (Hersey & Blanchard, 1982).

The Tri-Dimensional Leader Effectiveness Model

Ralph E. Hersey and Theodore Blanchard (1969, 1988) sought to provide a framework which would be helpful in integrating independent approaches to the understanding of human behavior and management theory. Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model is an outgrowth of the insights of many earlier writers in leadership/management theory. The model has been used in many widespread and diverse organizations in several fields.

Hersey and Blanchard (1988) defined leadership as "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (p. 86). The leadership process thus becomes a function of the leader, the follower, and other situational variables. Therefore, in any situation in which someone is trying to influence the behavior of another individual or group, regardless of hierarchical relationships, leadership is occurring.

In the Tri-Dimensional Leader Effectiveness Model, the terms "task behavior" and "relationship behavior" are used to describe concepts similar to previous

theories (Hersey & Blanchard, 1988). The four basic leader behavior quadrants are labeled high task and low relationship, high task and high relationship, high relationship and low task, and low relationship and low task (see Figure 1).

The four basic styles of behavior described in these four quadrants are essentially different leadership styles. Hersey and Blanchard (1988) defined leadership style of an individual as "the behavior pattern that person exhibits when attempting to influence the activities of others as perceived by those others" (p. 116). Note that this may be very different from how the leader perceives his or her own behavior, which Hersey and Blanchard defined as self-perception rather than style.

Some combination of task and relationship behavior comprise a person's leadership style. Central to the concept of leadership style, these two types of behavior, task and relationship, are defined as follows:

Task behavior--The extent to which leaders are likely to organize and define the roles of the members of their group (followers); to explain what activities each is to do and when, where, and how tasks are to be accomplished; characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished.

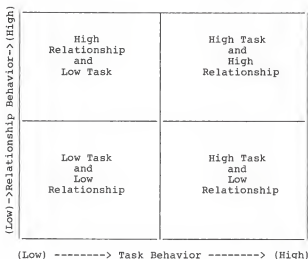


Figure 1 Basic Leader Behavior Styles

(Hersey & Blanchard, 1988, p. 117)

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Relationship behavior--The extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing socioemotional support, "psychological strokes," and facilitating behaviors. (Hersey & Blanchard, 1988, p. 116 - 117)

Recognizing that the effectiveness of leaders depends on how their leadership style interrelates with the situation in which they operate, Hersey and Blanchard added an effectiveness dimension to their model (Figure 2). This was an attempt to integrate the concepts of leader style with situational demands of a specific environment. "When the style of a leader is appropriate to a given situation, it is termed effective; when the style is inappropriate to a given situation, it is termed ineffective" (Hersey & Blanchard, 1988, p. 117).

Since the effectiveness of a leader behavior style depends on the situation in which it is used, Hersey and Blanchard have contended that any of the basic styles may be effective or ineffective depending on the situation. "The difference between the effective and ineffective styles is often not the actual behavior of the leader but the appropriateness of this behavior to the environment in which it is used" (Hersey & Blanchard, 1988, p. 117 - 118).

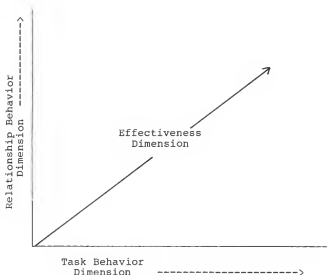


Figure 2 Effectiveness Dimension

(Hersey & Blanchard, 1988, p. 118)

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"It is the interaction of the basic style with the environment that results in a degree of effectiveness or ineffectiveness" (Hersey & Blanchard, 1988, p. 118). Hersey and Blanchard have opined that it is important to remember that the environment in which the leader is operating is the third dimension. The leader's basic style can be thought of as a particular stimulus and the response to this stimulus can be considered effective or ineffective. Thus Hersey and Blanchard are taking the position that there is no one best leadership style. The response or results are evaluated rather than the stimulus. This concept is illustrated in Figure 3, a diagram of the Tri-Dimensional Leader Effectiveness Model.

Since there is no leader behavior style that is effective in all situations, Hersey and Blanchard have contended that effective leaders adapt their leader behavior to meet the needs of their followers and the particular environment. If the followers are different, they must be treated differently. Hersey and Blanchard (1982) defined the concept of adaptive leader behavior as follows:

The more managers adapt their style of leader behavior to meet the particular situation and the needs of their followers, the more effective they will tend to be in reaching personal and organizational goals. (p. 94)

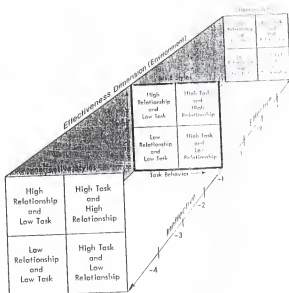


Figure 3 Tri-Dimensional Leader Effectiveness Model
(Hersey & Blanchard, 1988, p. 119)

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The use of the appropriate style of leader behavior becomes a challenge to the effective leader. Through research, Hersey and Blanchard have found that most leaders have a primary leadership style and a secondary leadership style. The primary leadership style is the behavior pattern used most often when attempting to influence the activities of others. Leaders may or may not have one or more secondary, or supporting, styles that they use on occasion.

In addition to leadership style, leaders have style range (or flexibility). Style range is the extent to which that leader is able to vary his or her leadership style. "Leaders vary in their ability to vary their style in different situations" (Hersey & Blanchard, 1988, p. 271). Some leaders seem to be limited to one style while other leaders are able to utilize two, three, or all four basic styles.

Perhaps more important than style range is style adaptability. Style adaptability is the degree to which leaders are able to vary their style appropriately to the demands of a given situation. Hersey and Blanchard have noted that leaders who have a narrow style range can be effective over a long period of time if they remain in situations in which their

style has a high probability of success. Conversely, leaders who have a wide style range may be ineffective if these behaviors are not consistent with the demands of the situation. "Thus, style range is not as relevant to effectiveness as style adaptability; a wide style range will not guarantee effectiveness" (Hersey & Blanchard, 1988, p. 273).

In summary, leadership involves accomplishing goals with and through people. Paul Hersey and Kenneth Blanchard (1969, 1988) developed the Tri-Dimensional Leader Effectiveness Model, integrating the concepts of leaders style with situational demands of a specific environment. The model is distinctive because a single ideal leader behavior style that is not suggested as being appropriate in all situations. Leaders who adapt their style of leader behavior to the needs of the followers and the situation are generally more effective than leaders who do not adapt their leadership behavior.

Work Behavior Types

The scientific study of work behavior has grown steadily since the turn of the century (Nickens, 1984).

This interest can be attributed to an increased awareness that the American work force must become more productive. Researchers have found that successful job and personnel matching will increase satisfaction and productivity and will gratify more fully the needs of both organizations and individuals (Nickens, 1984). The study of work behavior traits and types, as known today, began with the work of William Moulton Marston, psychologist, professor, and scientist.

The Marston Behavioral Model

In his book, Emotions of Normal People, Marston (1928) laid the foundation for greater understanding of human behavior in personal as well as work situations. His proposed model of behavior consisted of four major categories: dominance, compliance, inducement, and submission. Marston described each category in physiological and behavioral terms.

He defined dominance as a "central release of additional motor energy directed toward dominating obstacles to a reaction already in progress" (Marston, 1927, p. 349). It consists of "an increase of the self to overcome an opponent, . . . a feeling of an outrush

of energy to remove opposition" (Marston, 1928, p. 140). Dominance is a fundamental behavior and may be a desirable emotion when competition and aggressiveness are appropriate behaviors.

Compliance ranks with dominance as a basic emotional response. Compliance means control (but not inhibition or inaction) of tonic motor discharge reinforcement by a phasic reflex (Marston, 1927).

Later, Marston (1928) defined compliance as a

decrease of the motor self to let an opponent move the organism as if by will; either passively, by making the self give up some dominant activity, or some anti-dominant way. It is a feeling of acceptance of an object of force as inevitably just what it is, followed by self-yielding sufficient to bring about harmonious readjustment of self to object. (p. 183)

In other words, compliant behavior results from recognizing or believing that outside forces are imminently stronger. Compliance may be a desirable emotion when it allows individuals to be one with God or nature, to feel empathy, or to be an effective team member.

Dominance and compliance formed one axis in Marston's model. Although individuals display these emotions in varying degrees at various times, there is always an effort to maintain a balance between the

extremes of each axis (Marston, 1928). The point of balance varies between individuals, thus explaining differences in their behavior.

Marston (1927) defined submission as a

voluntary yielding to whatever stimuli may be imposed. . . . It does not seem to overwhelm, or dominate the subject by force, but rather brings about a spontaneous lessening of the subject's resistance to it until the subject has become less strong than the stimulus. (pp. 356 - 357)

Submission is usually a pleasant emotion and may take the form of consideration, service to others, selflessness, accommodation, and generosity.

In 1928, Marston's definition of inducement stated that "inducement consists of an increase of self, and making of the self more completely allied with the stimulus person, for the purpose of establishing control over that person's behavior" (p. 273).

Individuals who gain voluntary submission from others exhibit inducement behavior. This behavior may take the form of persuasion, personal charm, friendliness, seduction, or subtle manipulation.

Submission and inducement form the second axis of Marston's model. As on the dominant-compliance axis, they are at opposite ends of a continuum. Submission and inducement are separated by intensity of response,

either active or passive, and by the orientation of the individual, either outward or inward.

Marston divided the two axes of the model horizontally. Dominance and inducement form the upper, active component of the model. Submission and compliance form the lower, passive component. The dimensions represent tendencies, not all inclusive labels. Individuals exhibit degrees of all types of behaviors. Behavior traits, however, tend to cluster more around one particular dimension.

Marston also identified clusters of traits for each category. These clusters are shown (in part) in Figure 4. It can be observed that each cluster characterized a primary emotional tendency. Although Marston did not statistically confirm these clusters, later researchers (Allport & Odbert, 1936, Geier, 1980) substantiated the trait clusters through factor analysis.

Building on Marston's work, Geier (1967) attempted to formulate a trait approach to leadership. He found that subjects used trait terminology to describe their own behavior traits as well as to describe the behavior and leadership style of others. He also discovered that subjects reported themselves in terms of behaviors they least exhibited. These findings were also the

DOMINANCE	SUBMISSION
aggressiveness	accommodating
boldness	admiration
courage	a good child
dare-devilry	altruism
determination	benevolence
egocentricity	considerate
ego-emotion	docility
fighting instinct	being an easy mark
-	-
-	-
-	-
adapting	alluring
awe	appealing
caution	attraction
conforming	captivation
well-disciplined	charming
empathy	convincing
fear	converting
COMPLIANCE	INDUCEMENT

Figure 4 Sample of Marston's (1928) Clusters of Traits

basis for the Marcus Paul Placement Profile in which work behavior types are discerned from descriptions of traits which are most and least like the subject. Geier also developed an updated list of cluster traits (Figure 5).

Geier clarified Marston's terminology and redefined dominance as "active positive movement in an antagonistic environment" (Geier, 1979, p. 2). Compliance was "a cautious tentative response designated to reduce antagonistic factors in an unfavorable environment" (p.2). Submission was defined as "passive aggressiveness in a favorable environment" (p. 2). And inducement was redefined as "active positive movement in a favorable environment" (p.2).

Geier also added the idea to the two-axis model that people with traits centered around the dominance or inducement dimension were process-oriented and wanted to shape the environment according to their own particular viewpoint. Individuals with traits centered around the submission or compliance dimensions were product-oriented and focused on the how and why of things and events.

DOMINANCE	STEADINESS (submission)
adventurous	accommodating
aggressive	attentive
argumentative	cheerful
arrogant	companionable
assertive	confidential
bold	considerate
brave	contented
competitive	controlled
-	-
-	-
-	-
accurate	admirable
adaptable	affectionate
calculating	boastful
calm	charming
cultured	energetic
easily-led	flexible
humble	joyful
peaceful	optimistic
precise	persuasive
COMPLIANCE	INFLUENCING (inducement)

Figure 5 Sample of Geier's (1979) List of Cluster Traits

Nickens and Bauch's Model of Analysis: The Marcus Paul Placement Profile

Bauch (1981) used Marston's model and Geier's research to develop the Marcus Paul Placement Profile (MPPP). This instrument was designed to identify work behavior types in order to match people to jobs. In the education setting, it could provide a basis for counseling, career development, and selection. Organizational leaders could use it for recruiting, job placement, training, and team building.

The intent of the MPPP was to increase understanding of work behavior, both for the employer and employee. Bauch (1981) believed that work behavior traits and types were not judgments of work behaviors, but were terms to be employed to increase understanding of work behaviors. Therefore, he felt that any terminology used should be positive or neutral and reflect work behaviors. Thus some of Marston's and Geier's terminology was modified for application in the work setting. Bauch replaced words with negative connotations with positive or neutral terms.

In place of Marston's categories of dominance, inducement, submission, and compliance or Geier's dominance, influence, steadiness, and compliance, Bauch

described work behavior types as energizer, inducer, concentrator, and producer. The descriptions of these primary types follow as they would appear on a report.

1. Energizers are actively involved in getting results. They take the direct approach in pursuing their goals. They are impatient with details, want direct answers to their questions, and expect immediate action on their problems. They are creative, and can produce workable solutions when problems occur. They may become bored with the routine, and are most satisfied when working in a dynamic environment that provides both challenges and rewards.
2. Inducers involve their associates in pursuing objectives. They are sensitive to needs of others, and convey optimistic outlooks as they influence associates. Being good at group processes to accomplish goals, they are popular leaders. They are sought by fellow workers for moral support, and to help clarify issues and ideas. They place greater emphasis on interpersonal relations than on their organization. They are people oriented and are most happy when their work involves people.
3. Concentrators are technically oriented workers who apply their skills in an orderly manner to their work assignments. They are steady, persistent, and devoted to their professions. They are confident in their skills and abilities to do their jobs, and appreciate being allowed to concentrate on their assignments on their own. Enjoying the technical aspects of their work, they spend long continuous periods of time pursuing a task. When at work, their interaction with associates is at a minimum. There is little need for supervision and approval.
4. Producers strive for quality. They carefully follow procedures, and will meet standards and deadlines. They expect to be told exactly what is expected from them, and strive to deliver. They appreciate stability and routine in their work, and like clear and direct supervision. They need recognition for their work, and do best when rewarded according to policy. They trust their

organization and tend to remain loyal to it even when times are difficult. (Nickens, 1988, computer program printout)

The MPPP work behavior traits characteristic of each work behavior type are presented in Table 1. These traits are used in the MPPP in the form of 24 sets of forced choice items. In each set, subjects indicate which term is most descriptive of their work behavior and the term which least represents their work behavior.

The major contribution of Nickens (1984) to this theory of work behavior type was the automation of the response analysis and reporting, which provides the analyst with a printed structure for communicating the results to the client. Specifically, responses marked on the MPPP response sheet can be quickly entered into a microcomputer and results analyzed and printed immediately in a form that can be discussed.

The computer analysis of the responses generates the individual's work behavior profile in terms of one of the four major work behavior types. The profile also includes a narrative describing the individual's strengths and tendencies in the work setting. In general, the profile describes the individual's style of interacting with others, ability to complete tasks,

Table 1 Bauch's (1981) List of Work Behavior Traits

ENERGIZER (dominance) *	INDUCER (inducement) *	CONCENTRATOR (submission) *	PRODUCER (compliance) *
aggressive bold certain competitive decisive demanding determined direct dominant eager forceful independent leader new ideas original outspoken sure takes charge venturesome vigorous	attracts people change agent convincing enthusiastic expressive friendly happy hopeful inspiring playful personable persuader popular respected seeks new ideas sociable talkative team leader	accepting attentive caring committed contented considerate diplomatic disciplined easy going exacting loyal orderly patient peaceful reasonable respectful satisfied sharing steady tolerant trusting understanding	accurate agresable careful cautious compliant conforming contented devoted exacting follows orders follows procedures governed logical precise resigned respectful responsible systematic thinker

* Marston's (1928) original terms

leadership potential, need for supervision, and preference for working in a technical or data-oriented position or in one that is people-oriented (Bauch, 1981).

There is at least one important difference between the MPPP and Marston's model. Both Marston and Geier viewed behavior as a two-dimensional model with each dimension representing two opposites. A major problem with the Marston model of behavior analysis is the inadequacy in explaining the paradoxical and simultaneous occurrence of dominant and compliant feelings, and of inductive and submissive feelings. Nickens (1984) avoided this problem by treating the "opposite pairs" independently. By recognizing the independence of traits, Nickens provided a more powerful tool than Marston's and Geier's model for explaining complex behaviors on an individual basis.

Related Studies in Nursing Education

In this section, an overview of related literature in nursing education leadership, situational leadership, and work behavior types is presented.

During the past 15 years, college of nursing deans have become a popular subject for descriptive,

interpretive, and satirical commentaries and some research. Studies of the deanship have traditionally been focused on the characteristics of deans or the characteristics of their role. Many of the studies are small and done as doctoral dissertations or by the deans themselves (Hall, 1985).

In response to the statement that college of nursing deans have been overstudied during the past 15 years, Hall (1985) concluded that deans had been overstudied, but not understood. Hall felt that college of nursing deans may have been studied more than other people. She attributed this to the uniqueness of this successful group of women, i.e., women at the top of a woman's profession. This has led to the feeling that deans are overstudied. But Hall felt deans are not understood since there is a lack of quality administrative and leadership theory that is connected to research. Thus Hall has supported the continuing need for research of college of nursing deans.

Miller et al. (1987) confirmed that relatively little research had been conducted in nursing education administration during the past 30 years. Their investigation yielded 84 studies that were conducted in

nursing education administration during the past 30 years. They reported that minimal research in academic administration in nursing was conducted during the 20-year period from 1956 through 1975. Specifically, they found that 28.5% of the studies conducted in nursing education administration were completed during the period from 1956 through 1975, while 71.5% of the total were conducted between 1975 and 1985. Only 17.9% of the total were published studies while the remaining 82.1% were doctoral dissertations.

Research conducted in nursing education administration can be categorized into six domains (Miller et al., 1987). These domains are baseline data about the administrator, administrators as individuals, administrators as individuals in organizations, schools of nursing as complex organizations, schools of nursing as organizations in environments, and organizational change and the administrator.

The study of leadership behavior falls under the domain of administrators as individuals in organizations. Since 1978, studies which have focused on leadership behaviors in nursing higher education administration using the situational leadership approach have been done by Gooding (1978/1979), Finnicks (1984/1985), Lucas (1986), and Wakefield-Fisher (1987).

Using situational leadership theory, Gooding (1978/1979) sought to determine the relationship between leadership style of administrative heads of baccalaureate programs and faculty maturity, organizational structure, and leader position power. Gooding found that the deans tended to exhibit a combination of either high relationship-high task behavior or high relationship-low task behavior.

Finnick (1984/1985) used Hersey and Blanchard's Situational Leadership Theory to determine perceived leadership styles and the perceived effectiveness of these styles in accredited baccalaureate nursing programs in Pennsylvania. Using the LEAD-Self and the LEAD-Other, Finnick found that the administrative heads perceived themselves using the two high relationship styles while the faculty perceived them using all four styles.

In addition, Finnick found that administrative heads perceived their leadership adaptability to be above average in effectiveness while the faculty perceived them to be positive but low in effectiveness. On a global question on effectiveness, faculty perceived their administrative heads' leadership style to be above average to very effective. Based on her

findings, Finnicks concluded that there was a difference in perception concerning leadership behavior styles and adaptability between faculty and administrative heads.

Lucas (1986) used the situational leadership approach to investigate the relationships between the leadership behaviors of nursing deans and selected organizational variables in baccalaureate and higher degree nursing programs. Making no attempt to distinguish between effective and ineffective deans, Lucas found significant correlations between certain leadership behaviors (determined by the LBDQ) and specific organizational variables. Based on her findings, Lucas proposed that organizational variables should be included in leadership theory for nursing academic administrators.

Using situational leadership theory, Greiner's theory of organizational life cycles, and Mintzberg's theory of a professional bureaucracy, Wakefield-Fisher (1987) investigated the relationship between the professionalization of faculty teaching in doctoral nursing programs, deans' leadership styles, and doctoral faculty scholarly productivity. Most of the findings related to the research question were nonsignificant. Based on the findings, Wakefield-

Fisher concluded that highly professional faculty may produce regardless of or despite their dean's leader behavior.

Although each of these four researchers used a situational leadership approach to study nursing education administration, there were no studies found investigating the relationship between situational leadership and personality work behavior types of deans and faculty in colleges of nursing. Thus there was a need to expand the body of knowledge in this area.

CHAPTER 3 METHODOLOGY

The methodology of the study is described in this chapter. It contains an explanation of procedures including subjects, data collection, instrumentation, and data analysis.

Subjects

The participants were 46 faculty members and their respective deans from randomly selected colleges of nursing in the United States with baccalaureate programs accredited by the National League for Nursing. Participation in the study was voluntary and anonymous.

It is important to note that this study was a measure of leadership adaptability, not a representation of college of nursing deans or faculty. An important consideration was that there be variance in the situations from which the participants were selected in order to analyze the interrelationships present. Therefore, faculty and deans from seven colleges of nursing were involved for the total of 46 participants and their respective deans.

Data Collection

Initial selection of the colleges of nursing was from the 1987-88 list of baccalaureate and master's degree programs in nursing accredited by the National League for Nursing. Selection was based on a table of random numbers. Letters were sent to the deans of 20 randomly selected colleges of nursing formally inviting them and their faculty to participate in the study. The letters (Appendix A) included an explanation of the purpose of the study, the importance of each person's participation, assurance of confidentiality, and appreciation for each person's participation. A response card (Appendix B) for indicating willingness to participate was included.

When the response cards were received, the data collection instruments were mailed to the faculty and deans in those seven colleges of nursing where the dean indicated a willingness to participate. The data collection instruments for the dean consisted of a cover letter (Appendix C), a questionnaire for demographic information, the Marcus Paul Placement Profile, and the Leader Effectiveness and Adaptability Description. Data collection instruments for the

faculty consisted of a cover letter (Appendix D), a questionnaire for demographic data, a self-rated Marcus Paul Placement Profile, and a Marcus Paul Placement Profile for rating the dean. Self-addressed stamped envelopes were included for each participant for ease of return. All responses were treated in a confidential manner. To increase response rate, the participants were offered the opportunity to receive their individual Marcus Paul profile.

Instrumentation

Demographic Questionnaires

In order to describe the sample population, questionnaires were included to collect demographic data. The questionnaire for the dean (Appendix E) consisted of items for obtaining institutional data and individual data on the dean. The institutional data collected were institution type (public/private), institution size (number of students), number and type of nursing degree programs offered, number of BSN students, and number of BSN faculty. Individual data collected on the dean were dean's length of service in

this institution, total length of service in a dean position, total number years in a higher education administrative position, total number years in nursing higher education, degrees held, and age.

The questionnaire for the faculty (Appendix F) consisted of items for obtaining individual data. Individual data collected on the faculty were faculty's length of service in this institution, rank, tenure status, total number of years in nursing higher education, degrees held, and age.

Marcus Paul Placement Profile

The Marcus Paul Placement Profile (MPPP) was used to measure the deans' and faculty's self-perception of work behavior type, as well as the faculty's perception of their dean's work behavior type. The MPPP was developed by J. Nickens and J. Bauch as a tool to increase understanding of work behavior. The instrument was designed to be utilized as a tool in the educational setting for student personnel and placement as well as in the business setting for recruiting, job placement, work assignment, team building, and training (Nickens, 1984). For this reason, the MPPP was chosen for this study.

Nickens and Bauch believed that work behavior traits and types were not judgments of work behaviors, but were terms to be employed to increase understanding of work behaviors. Accordingly, terminology used in the profile are positive or neutral and reflect work behavior rather than social behaviors (Nickens, 1984).

The basis of the analysis is the client's choice of words from 24 sets (boxes) that are most and least descriptive of his or her perceived work behavior. The 24 boxes are presented on an instrument that permits the drawing of circles around numbers associated with word choices. These numbers are entered into a computer program which associates the numbers with the appropriate MPPP behavior type score. The scores are scaled, plotted on the graph, and the standard interpretation printed. (Nickens, 1984, pp. 10-11)

Reported for the MPPP are independent scores for four behavior types: energizer, inducer, concentrator, and producer. Each of the behavior type scores is plotted on a scale, that extends from minus 15 through plus 15. The center of the scale is the norm score, 0. The graph readily allows the observation of the deviations of each score with respect to the norm and with respect to other scores. The client's highest score of the four MPPP scores represents the client's primary type of best fit. A verbal description of the behavior associated with the score of best fit follows

the graph. An interpretation of the behavior associated with the relative scaled scores is also provided (Nickens, 1984).

Any discussion of instrumentation must also include a section on reliability and validity. Reliability is the degree of consistency of results. "It is possible for a measuring instrument to be reliable without being valid. However, it cannot be valid unless it is first reliable" (Ary, Jacobs, & Razavieh, 1985, p. 226). "So if one demonstrates a satisfactory level of validity, at least internal reliability must be assumed" (Nickens, 1984, p. 14). Therefore, the developers of the MPPP chose to prove reliability by proving validity.

Instrument face validity is supported by the theoretical basis on which the MPPP was developed (Nickens, 1984). The instrument was also found to have a high degree of concurrent validity.

Ninety-six Santa Fe Community College career education students responded to the MPPP, and analyzed their own responses with a microcomputer. After examining their MPPP's the students responded to a questionnaire in which they rated the accuracy of the analysis components provided by the computer system. The results are presented in Table 1.

It can be observed that 88.4% of the students responded that both paragraphs of the printed MPPP was "an accurate description of my work behavior." The practice of relating a measurement to a criterion to determine the amount of congruence is

Table 1

Career Education Students' Ratings of MPPP Validity
for Describing their Work Behavior

	N	%
Both paragraphs accurate descriptions	84	88.4
First paragraph not an accurate description	0	-
Second paragraph not an accurate description	10	10.4
Neither paragraph an accurate description	1	1.1
Not useable	1	1.1

called concurrent validity. Rarely has the literature reported measures that account for more than 64% of the variance in a criterion measure. This high degree of congruence between students' perceptions of their work behavior and the descriptions provided by the MPPP is sufficiently valid for helping college students understand their work behaviors. (Nickens, 1984, p.14)

The MPPP was also found to have predictive validity when used for career planning. Glenn (1982/1983) studied vocational education coordinators in Florida and reported significant relationships between MPPP work behavior types and areas of job satisfaction. Furthermore, she found that specific areas of job satisfaction were found to be significantly related to work behavior type.

Additional research related to the question of predictive validity of the MPPP was conducted by Wellstood (1984/1985). Wellstood studied the relationships between work behavior types, job

satisfaction, and attrition in medical technology. She administered the MPPP, the Job Descriptive Index, and a demographic data questionnaire to 111 medical technologists. Wellstood reported that work behavior type relates to overall and to specific aspects of job satisfaction. In addition, attrition from medical technology can be predicted from producer and energizer scores on the MPPP.

The face validity of the MPPP, research at Santa Fe Community College, and research at the University of Florida have proven that the MPPP is valid for use as a career advisement tool for helping people understand their work strengths and for suggestions for writing effective letters of reference for individuals seeking job placements (Nickens, 1984). The developers of the instrument have stated that all theoretically valid uses of the instrument have not been researched completely at this time (Nickens, 1984). Since the instrument was designed to be utilized as a tool in the business setting as well as the educational setting, it was chosen for this study. Use of the MPPP in this study would also provide additional insight into another theoretically valid use for it.

Leader Effectiveness and Adaptability Description

The Leader Effectiveness and Adaptability Description (LEAD) instruments were developed by Hersey and Blanchard in order to obtain data about the behavior of leaders in terms of the Tri-Dimensional Leader Effectiveness Model (Hersey & Blanchard, 1982). The LEAD comes in two forms: the LEAD-Self and the LEAD-Other. The LEAD-Self is used to measure self-perception of how an individual behaves as a leader. The LEAD-Other is used to determine the perceptions of a leader's subordinates, superiors, and peers or associates.

The LEAD-Self contains 12 leadership situations in which respondents are asked to select from four alternative actions--a high task/low relationship behavior, a high task/high relationship behavior, a high relationship/low task behavior, and a low relationship/low task behavior--the style they felt would most closely describe their behavior in that type of situation.

The LEAD-Self was designed to measure three aspects of leader behavior: style, style range, and style adaptability. Style is identified as one of four types

as indicated in the theory. Style range (or flexibility) is defined as the extent to which a leader is able to vary his or her leadership style. Style adaptability (or degree of effectiveness) is defined as the degree to which leaders are able to vary their style appropriately to the demands of a given situation. Style and style range are determined by four ipsative style scores while the style adaptability is determined by one normative score (Hersey & Blanchard, 1982).

The responses of 264 managers, ranging in age from 21 to 64, were used to standardize the LEAD-Self. The managers represented a variety of managerial levels. The concurrent validity coefficients of the 12 items ranged from .11 to .52, and 10 of the 12 coefficients (83%) were .25 or higher. Item analyses data and reliability data were also collected on the sample of 264 managers. Each response option met the operationally defined criterion of less than 80% with respect to selection frequency. The stability of the LEAD-Self was moderate. In two administrations across a 6-week interval, 75% of the managers maintained their dominant style and 71% maintained their alternate style. The contingency coefficients were both .71 and

each was significant ($p=.01$). The correlation for the adaptability scores was .69 ($p=.01$) (Hersey & Blanchard, 1982).

The logical validity of the scale was clearly established (Hersey & Blanchard, 1982). Face validity was based on a review of the items, and content validity emanated from the procedures used to create the original set of items.

Recognizing that one's self-perception may not reflect one's actual style, the LEAD-Other was developed. The LEAD-Other contains the same 12 leadership situations and reflects the perceptions of a leader's subordinates, superiors, and peers or associates. During one empirical validity study, a significant correlation of .67 was found between the adaptability scores of the managers and the independent ratings of their supervisors (Hersey & Blanchard, 1982).

Data Analysis

A computer program developed by Marcus Paul Computer Systems was used to score the MPPP. Subject's responses to the 24 frames were entered into the

computer. The program generated a score for each work behavior type and denoted the major work behavior type for each subject.

The Lead was scored manually according to the directions provided by the Center for Leadership Studies (1973). Scores were derived for style range and style adaptability. The adaptability scores were then classified as either high or low.

The study was designed to determine the possibility of significant relationships between work behavior types and situational leadership within colleges of nursing. To answer question 1, a frequency distribution was used. To answer questions 2 - 4, crosstabulation and the chi square test for independence were used. The chi square test for independence was used because it is nonparametric and assumes no particular distribution. Significance was set at the .05 level.

CHAPTER 4

RESULTS OF THE STUDY

The problem of this study was to determine the relationship of work behavior types and situational leadership within colleges of nursing. In addition to describing the sample population, this chapter contains the results of the study and provides answers to the research questions posed in Chapter 1.

Description of the Sample Population

The participants in this study were 46 faculty members and their respective deans from randomly selected colleges of nursing accredited by the National League for Nursing. The colleges of nursing were in higher education institutions located across the United States. These institutions were both public and private and ranged in size from less than 3,000 students through 20,000 students. The number of baccalaureate nursing students in the selected colleges of nursing ranged from 30 through 125. The number of faculty in the baccalaureate nursing programs ranged from 5

through 20. In addition to a baccalaureate nursing program, three colleges of nursing had a master's program. One of these colleges also had an associate degree program.

The data on the faculty obtained from the demographic questionnaire have been summarized in Table 2. It was found that about 24% of the subjects had been at their current institution 3-5 years, the majority held the rank of assistant professor and were not tenured, almost one third had been in nursing higher education 5-10 years, all held at least a master's degree, and over 40% were in the age range of 36-45.

The frequency distribution of work behavior types found in faculty of colleges of nursing is shown in Table 3. Concentrators and producers were the predominant work behavior types of the faculty. In this study it was found that about 76% of the participants were either producers or concentrators, with concentrators predominating. The remaining 23.91% of the participants were either energizers or inducers.

The faculty's deans had been in their current position from less than 1 year to greater than 12 years. The range for total number of years in a dean's

Table 2 Characteristics of the Participating Faculty

Characteristic	N	Percent
A. Years at current institution		
<1	3	6.52
1-3	3	6.52
3-5	11	23.91
5-7	7	15.22
7-9	8	17.39
9-12	9	19.57
>12	5	10.87
B. Current rank		
instructor	11	23.91
assistant professor	25	54.35
associate professor	8	17.39
professor	2	4.35
C. Tenure status		
non-tenured	32	69.57
tenured	14	30.43
D. Total years in nursing higher education		
<1	2	4.35
1-5	5	10.87
5-10	15	32.61
10-15	8	17.39
15-20	8	17.39
>20	8	17.39
E. Degrees held		
master's	46	100.00
doctoral	11	23.91
F. Age		
<30	0	.00
30-35	6	13.04
36-45	19	41.30
46-55	17	36.96
56-65	4	8.70
>65	0	.00

Table 3 Frequency Distribution of Work Behavior Types (WBT) Found in Faculty of Colleges of Nursing.

WBT	Frequency	Percent
energizers	3	6.52
inducers	8	17.39
concentrators	18	39.13
producers	17	36.96
Total	46	100.00

position ranged from less than 1 through 15 years. The range for total number of years in nursing higher education ranged from 5 to greater than 20 years. All but one dean had a doctoral degree. The one dean without a doctoral degree reported that she was a doctoral candidate. The age range was 35 through 65. It was found that the deans' work behavior fell into two types: energizers and concentrators, and that their effectiveness scores on the LEAD-Self ranged from 4 through 18 on a scale of -24 through 24. For the purpose of analysis the effectiveness scores were divided at the median into high and low categories.

Thus there was variance in all variables needed for this research. Specifically, the 46 faculty represented all MPPP work behavior types and were

administered by deans with two work behavior types and a range of effectiveness scores from 4 through 18.

Research Questions

Question 1: Are certain work behavior types characteristic of faculty in baccalaureate nursing programs?

From Table 3 in the description of the sample population section, it can be seen that concentrators and producers were the predominant work behavior types of faculty in baccalaureate nursing programs. The proportions found in the study differed from those proportions found in the general population. Approximately 60% of the general population are either producers or concentrators, with producers predominating. Energizers and inducers represent an additional 20% each (Bauch, 1981).

In this study it was found that 76% of the participants were either producers or concentrators, with concentrators predominating. The remaining 24% of the participants were either energizers or inducers. This difference in proportions from the general population may be due to the nature of the nursing profession and/or to the nature of nursing education.

Question 2: Are the faculty perceptions of their dean's work behavior type congruent with their dean's actual work behavior type?

Results of the comparisons of faculty perceptions of their dean's work behavior types to their dean's actual work behavior type are summarized in Table 4. It can be observed from this table that 63.04% of the faculty perceived their dean's work behavior type to be the same as the dean's actual work behavior type. The remaining 36.96% perceived their dean's work behavior type to be different from the dean's actual work behavior type. Using the chi square test of independence, no significant difference was found between the faculty perceptions of their dean's work behavior type and the dean's actual work behavior type.

This lack of significant difference indicates that faculty perceptions of their dean's work behavior type were congruent with their dean's actual work behavior type. Consistency of leaders' self-perceptions with what associates perceived of their leader behavior was not always supported in the literature. For example, Finnick (1984/1985) found a difference in perceptions between faculty and deans in her study of perceived effectiveness of leadership styles. Therefore, the

Table 4 Comparisons of Faculty Perceptions of Their Dean's Work Behavior Type to Their Dean's Actual Work Behavior Type.

row variable= actual WBT of the dean

col. variable= faculty perception of their dean's work behavior type

cell format: count/percent:total/percent:row/percent:col

	perceived as same	perceived different	TOTAL
dean's wbt is energizer	14 30.43 66.67 48.28	7 15.22 33.33 41.18	21 45.65
dean's wbt is concentrator	15 32.61 60.00 51.72	10 21.74 40.00 58.82	25 54.35
TOTAL	29 63.04	17 36.96	46 100.00

no significance at the .05 level

inconsistency with other researchers may be due to the instrument used and types of perceptions measured.

According to situational leadership theory, followers react to their leaders based on their perception of the leader's behavior (Hersey & Blanchard, 1988). Therefore, work behavior type

instruments may be valid for use in deriving a better understanding of perceptions as a basis for improving work relations.

Question 3: How do work behavior types of faculty relate the faculty's perception of their dean's work behavior type?

The results of the comparisons of faculty work behavior types to faculty perceptions of their dean's work behavior type are summarized in Table 5. It was found that only 14 of the 46 faculty perceived their dean's work behavior type to be the same as their own. The majority of faculty (70%) perceived the dean's work behavior type to be different from their own. This is not surprising considering, as shown in Table 4, that about 63% of the faculty accurately identified their leaders' work behavior type.

Using the chi square test of independence, no significant difference was found between faculty perception of their dean's work behavior type and the faculty work behavior types. Thus, it was concluded that faculty were not perceiving the dean to be adapting their work behavior type to the work behavior type of the faculty.

Table 5 Comparisons of Faculty Work Behavior Types to Faculty Perceptions of Their Dean's Work Behavior Type.

row variable= faculty work behavior types

col. variable= faculty perception of their dean's work behavior type

cell format: count/percent:total/percent:row/percent:col

	perceived dean as energizer	perceived dean as inducer	perceived dean as concentrator	perceived dean as producer	TOTAL
faculty's wbt is energizer	1 2.17 33.33 6.67	2 4.35 66.67 20.00	0 .00 .00 .00	0 .00 .00 .00	3 6.52
faculty's wbt is inducer	3 6.52 37.50 20.00	3 6.52 37.50 30.00	1 2.17 12.50 6.25	1 2.17 12.50 20.00	8 17.39
faculty's wbt is concentrator	8 17.39 44.44 53.33	2 4.35 11.11 20.00	7 15.22 38.89 43.75	1 2.17 5.56 20.00	18 39.13
faculty's wbt is producer	3 6.52 17.65 20.00	3 6.52 17.65 30.00	8 17.39 47.06 50.00	3 6.52 17.65 60.00	17 39.96
TOTAL	15 32.61	10 21.74	16 34.78	5 10.87	46 100.00

no significance at the .05 level

This finding may be due to factors other than work behavior type, e.g., environmental factors. Institutional size and organizational structure may interfere with the deans' ability to observe and identify the work behavior types of their faculty. Thus the deans would have no reference for adapting their own work behavior type. Another possible reason for this finding is that deans may be unaware that interpersonal relations and leadership effectiveness can be enhanced by adapting their behavior to the needs of their followers. Since faculty perception of the dean is based on observed behavior of the dean, this finding also supports the use of work behavior type as a tool to determine how deans are being perceived by others.

Question 4: Do the perceptions of faculty who have deans with high effectiveness scores differ from the perceptions of faculty who have deans with low effectiveness scores in regard to whether they and the dean have the same work behavior type?

It was theorized that effective leaders adapted their work behavior type to the work behavior type of those faculty being led. The expected finding to

support this theory would be that those deans who are perceived by the faculty as having the same work behavior type as the faculty would have higher effectiveness scores than those deans who are perceived as having different work behavior types from the faculty.

Although 30% of the faculty perceived the dean's work behavior type to be the same as their own, 70% of the faculty perceived the dean's work behavior type to be different from their own. Again, this is not surprising since Table 4 showed that about 63% accurately identified their leaders work behavior type. Of the 14 faculty who perceived the dean as having a work behavior type the same as their own, 57% had deans with a high effectiveness score, while 43% had deans with a low effectiveness score. Of the 32 faculty who perceived the dean as having a work behavior type different from their own, 66% had deans with a high effectiveness score, while 34% had deans with a low effectiveness score.

The comparisons of perceptions of faculty who had deans with high scores to perceptions of faculty who had deans with low scores are summarized in Table 6. Using the chi square test of independence, no

Table 6 Comparisons of Perceptions of Faculty Who Have Deans with High Scores to Perceptions of Faculty Who Have Deans With Low Scores

row variable= effectiveness score of the faculty's deans

col. variable= faculty perception of their dean's work behavior type compared to their own

cell format: count/percent:total/percent:row/percent:col

	dean perceived as same	dean perceived different	TOTAL
faculty whose dean had a high score	8 17.39 27.59 57.14	21 45.65 72.41 65.63	29 63.04
faculty whose dean had a low score	6 13.04 35.29 42.86	11 23.91 64.71 34.38	17 36.96
TOTAL	14 30.43	32 69.57	46 100.00

no significance at the .05 level

significant difference was found. These findings show little evidence that effective deans adapted their work behavior type to the work behavior type of the faculty being led. However, the scores used to measure effectiveness were actual (as reported by the dean)

rather than perceptual (as reported by the faculty) and were not validated by faculty. Research where faculty perceptions of effectiveness scores are used may yield different results and support the theory. Another possible reason the theory was not supported may be that the predominate work behavior types of the deans were concentrator and energizer. These two types focus more on task and results than interpersonal relationships. Thus deans who have an inducer work behavior type, which is people oriented, may be more attentive to the need to adapt their behavior to their followers than those deans who are energizers, concentrators, or producers. Further research is needed to determine if this is true.

A third possible reason that the theory was not supported may be differences in approach of the instruments which measured work behavior type and leadership effectiveness. On the MPPP, respondents are asked to choose words or phrases which are most like them and least like them in the job situation from 24 sets of descriptive behavioral words. On the LEAD, respondents are given 12 leadership situations and asked to select from four alternative actions the one they feel would most closely describe their own

behavior in that type of situation. Thus the MPPP focuses on behaviors and personality while the LEAD focuses on leadership style and situations. An instrument which measures leader effectiveness in terms of behaviors and personality may yield different results.

In summary, there was consistency between faculty perceptions of their dean's work behavior type and the dean's actual work behavior type. Nevertheless, no significant difference was found to support the theory that effective leaders, as measured by the LEAD, adapt their work behavior types to the work behavior types of those individuals being led. This lack of support may have been due to one or more of the following reasons: (a) actual effectiveness scores were used rather than perceptions of effectiveness scores, (b) the instruments used, and (c) the work behavior type of the deans in the sample.

CHAPTER 5
SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary

Leaders of institutions of higher education are facing one of the most challenging periods in history (Gilley et al., 1986). Providing effective leadership at all levels of higher education, including the position of academic dean, has become critical to guiding higher education through the days ahead.

Researchers have reported that effectiveness depends on the leader, the follower, and other situational variables. This concept has been developed into situational leadership. One model which is used that is consistent with this theory is Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model.

Although Hersey and Blanchard do not advocate a single ideal leader behavior style as being appropriate in all situations, they do advocate consistency in using the same style for all similar situations and varying the style appropriately as the situation changes. An important concept in the Tri-Dimensional

Leader Effectiveness Model is that effective leaders adapt their leader behavior to meet the needs of their followers and the particular situation (Hersey & Blanchard, 1988). Based on this model, it can be theorized that effective higher education deans adapt their work behavior types to the work behavior types of their faculty.

By extending the concepts of Hersey and Blanchard's model, this researcher tested the Tri-Dimensional Leader Effectiveness Model. Specifically, the theory that effective leaders adapt their work behavior types to the work behavior types of those individuals being led was investigated. The problem of this study was to determine the relationship of work behavior types and situational leadership within colleges of nursing.

Answers were sought to the following questions:

1. Are certain work behavior types characteristic of faculty in baccalaureate nursing programs?
2. Are the faculty perceptions of their dean's work behavior type congruent with their dean's actual work behavior type?
3. How do work behavior types of faculty relate to the faculty's perceptions of their dean's work behavior type?

4. Do the perceptions of faculty who have deans with high effectiveness scores differ from the perceptions of faculty who have deans with low effectiveness scores in regard to whether they and the dean have the same work behavior type?

Since this study was a measure of leadership adaptability and involved interrelationships, variance in participants was needed. Therefore, 46 faculty members and their respective deans selected from a random sample of National League for Nursing accredited colleges of nursing in the United States were the participants. Letters were sent to the deans of the randomly selected colleges of nursing inviting them and their faculty to participate in the study. Participation in the study was voluntary and anonymous.

A mailed questionnaire for demographic data, the Marcus Paul Placement Profile (MPPP), and the Leader Effectiveness and Adaptability Description (LEAD) were used to obtain data for the study. The MPPP was developed by Nickens (1984) and Bauch (1981) as a tool to increase understanding of work behavior. The LEAD was developed by Hersey and Blanchard (1982) to obtain data about the behavior of leaders in terms of the Tri-Dimensional Leader Effectiveness Model.

The study was designed to determine the possibility of significant relationships between work behavior types and situational leadership within colleges of nursing. Data analysis consisted of frequency distribution and the nonparametric measures of crosstabulation and chi square test of independence.

This research has several implications. Miller et al. (1987) confirmed that relatively little research has been conducted in nursing education administration during the past 30 years. They concluded that higher education administration in nursing was a relatively young field of study and that there was a need to demonstrate evidence of theoretically guided research in this field. By examining the relationship of work behavior types and situational leadership in colleges of nursing, a contribution has been made to theory building and an organized body of nursing education leadership knowledge.

A theory was also tested in this research. A prime characteristic of Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model is leadership effectiveness by adaptability. By extending the concepts of Hersey and Blanchard's model, this researcher tested the Tri-Dimensional Leader

Effectiveness Model by theorizing that effective leaders display work behavior types similar to those being led. Thus a unique feature of this research was that situational leadership was considered from the perspective of personality work behavior types rather than leadership styles or situational variables.

Additionally, by showing the utility of the Marcus Paul Placement Profile in higher education administration, a contribution was made to the understanding of work behavior analysis theory in higher education administration while expanding the scope of theoretically valid uses of Nickens and Bauch's instrument. The findings of this study may also be useful to leaders of higher education administration programs in the areas of career planning, academic advising, preparation of placement files, and planning for effective and meaningful academic programs and mentoring systems.

Discussion

There was consistency between faculty perceptions of their dean's work behavior type and their dean's actual work behavior type. However, no significant

difference was found to support the theory that effective leaders adapt their work behavior types to the work behavior types of those individuals being led.

The first question considered was whether certain work behavior types are characteristic of faculty in baccalaureate nursing programs. Approximately 60% of the general population are either producers or concentrators, with producers predominating. Energizers and inducers represent an additional 20% each (Bauch, 1981). In this study it was found that 76% of the participants were either producers or concentrators, with concentrators predominating. The remaining 24% of the participants were either energizers or inducers. This difference in proportions may be due to the nature of the nursing profession and/or to the nature of nursing education.

There was no significant difference between faculty perceptions of their dean's work behavior type and their dean's actual work behavior type. Thus, it was concluded that faculty perceptions of their dean's work behavior type were congruent with the deans' actual work behavior type. Consistency of the leaders' self-perceptions with what associates perceived of their leader was not always supported in the literature. For

example, Finnick (1984/1985) found a difference in perceptions between faculty and deans in her study of perceived effectiveness of leadership styles. The inconsistency between the findings of this researcher and the findings of other researchers may be due to the instrument used and types of perceptions measured.

According to situational leadership theory, followers react to the leader based on their perception of the leader's behavior (Hersey & Blanchard, 1988). Therefore, work behavior instruments may be valid for use in deriving a better understanding of perceptions as a basis for improving work relations. Since faculty perception of the dean is based on observed behavior of the dean, this finding also supports the use of work behavior type as a self-examination tool by deans to determine how they are being perceived by others.

Although there was congruency between perceptions, there was no significant difference between the actual faculty work behavior types and how they perceived the deans' work behavior type. Thus, it was concluded that there is no relationship between faculty work behavior types and faculty perception of the work behavior type of their deans. It can also be concluded that faculty were not perceiving the dean to be adapting their work behavior type to the work behavior type of the faculty.

These findings may be due to factors other than work behavior type. Institutional size and organizational structure may interfere with the deans' ability to observe and identify the work behavior types of their faculty. Thus the deans would have no reference for adapting their own work behavior type. Another reason may be that deans are unaware that adaptation to followers may enhance interpersonal relations and increase leadership effectiveness. Additional study will be necessary to determine if other factors contributed to the lack of support for the theory that effective deans adapt their work behavior types to the work behavior types of those individuals being led.

The crux of the entire study was the investigation of the relationship between perceptions of faculty who had deans with high effectiveness scores and perceptions of faculty who had deans with low effectiveness scores in regard to whether they and the dean have the same work behavior type. As a part of the Tri-Dimensional Leader Effectiveness Model, Hersey and Blanchard (1988) theorized that effective leaders adapt their leader behavior to the needs of the followers and the particular environment. Using work

behavior types, it was hoped that this theory could be extended by showing that effective deans adapt their work behavior type to the work behavior type of those faculty being led.

Little evidence was found in this study to support this extension of Hersey and Blanchard's model. However, the scores used to measure effectiveness were actual rather than perceptual and were not validated by faculty. Research where faculty perceptions of effectiveness scores are used may yield different results and support the theory.

Another possible reason the theory was not supported may be that the predominate work behavior types of the deans were concentrator and energizer. These two types focus more on task and results than interpersonal relationships. Thus deans who have an inducer work behavior type, which is people oriented, may be more attentive to the need to adapt their behavior to their followers than those deans who are energizers, concentrators, or producers. Further research is needed to determine if this is true.

A third possible reason that the theory was not supported may be differences in approach in the instruments used to measure work behavior type and

leadership adaptability. On the MPPP, respondents are asked to choose words or phrases which are most like them and least like them in the job situation from 24 sets of descriptive behavioral words. On the LEAD, respondents are given 12 leadership situations and asked to select from four alternative actions the one they feel would most closely describe their own behavior in that type of situation. Thus the MPPP focuses on behaviors and personality while the LEAD focuses on leadership style and situations. An instrument in which leader effectiveness is measured in terms of behaviors and personality may yield different results.

In summary, there was consistency between faculty perceptions of their dean's work behavior type and the dean's actual work behavior type. Nevertheless, no significant difference was found to support the theory that effective leaders, as measured by the LEAD, adapt their work behavior types to the work behavior types of those individuals being led. This lack of support may be due to one or more of the following reasons: (a) actual effectiveness scores were used rather than perceptions of effectiveness scores, (b) the instruments used, and (c) the work behavior type of the deans in the sample.

Recommendations

Based on the findings in this study, the following recommendations seem appropriate.

1. In this study it was concluded that the use of work behavior types in higher education administration is valid for determining how leaders are perceived by others. However, no significant relationship was found to support the theory that effective leaders adapt their work behavior types to the work behavior types of those individuals being led. This study should be replicated to determine the consistency of the findings.

2. In this study the perceptions of faculty concerning their dean's work behavior type were investigated. A study should be developed to determine the perception of deans concerning the work behavior types of their faculty.

3. The dean's actual effectiveness score was used in this study. A study should be developed to determine the relationship between faculty perception of deans' effectiveness scores and faculty perception of the adaptation of the dean's work behavior type to their own.

4. The instruments used in this study differed in approach to effectiveness and adaptability. A study on the relationship between work behavior type and situational leadership should be developed using an instrument in which leader effectiveness is measured in terms of behaviors and personality.

5. Develop a study to determine the relationship between situational leadership and work behavior type in other professional schools for purposes of comparison.

6. Develop a study to determine the relationship between situational leadership and work behavior type in nursing service departments. The purpose of this study would be to determine and compare perceptions of nursing leaders in service and education.

7. Evidence has been provided to support the concept that work behavior type analysis is valid for use in higher education administration for determining how leaders are perceived by others. An on-going education and self-evaluation program should be developed for nursing education leaders based on work behavior types and the findings of this study.

APPENDIX A
LETTER TO COLLEGE OF NURSING DEANS

March 1, 1988

Dear Dean:

You and your faculty have been selected to participate in a national study of leadership adaptability and work behavior type. This project is under the direction of Dr. John M. Nickens, professor of Educational Leadership, University of Florida, and Dr. Kathleen Smyth, FAAN, professor of Nursing, University of Florida.

The objectives of the study are to determine:

1. If certain work behaviors are characteristic of faculty in baccalaureate nursing programs.
2. If faculty perceptions of their dean's work behavior type are congruent with their dean's work behavior type.
3. If work behavior types of faculty relate to the faculty's perceptions of their dean's work behavior type.
4. If the perceptions of faculty who have deans with high adaptability scores relate to perceptions of faculty who have deans with low adaptability scores in regard to whether they and the dean have the same work behavior type.

Data collection instruments for the dean consist of a questionnaire for demographic information, the Marcus Paul Placement Profile (MPPP) which provides an indication of work behavior type, and the Leader Effectiveness and Adaptability Description (LEAD-Self) which provides some indication of leader style, style range, and adaptability. Data collection instruments for the faculty consist of a questionnaire for demographic data, a self-rated Marcus Paul placement Profile and a Marcus Paul Placement Profile for rating the dean. Participants will be able to complete these instruments in about 15 or 20 minutes.

Participation in this study by you and your faculty is very important. You will provide valuable information that can add to the understanding of situational leadership theory.

Responses will be kept in confidence. Results will be reported statistically so that neither individuals nor institutions will be identified. I will be able to send a computer analysis and explanation of their particular work behavior type to anyone who is interested.

Please return the response card, indicating your willingness to participate, to me by April 1, 1988.

Sincerely,

Iona Poston, RN, MSN
Educational Leadership
University of Florida

APPENDIX B
RESPONSE CARD

The dean and faculty of the College of Nursing,
do do not wish to participate in this study.
(circle one)

number of faculty willing to participate:

Dean's signature: _____

APPENDIX C
COVER LETTER TO DEAN

April 1, 1988

Dear Dean:

Thank you for agreeing to participate in this national study of leadership adaptability. Enclosed you will find the forms for the faculty. Your participation involves completing the three attached forms and returning them to me in the envelope provided.

There are two forms on blue paper. The first is a demographic questionnaire for the purpose of describing the population involved in the study. The second blue form is the Marcus Paul Placement Profile (MPPP) which is a measure of work behavior type. The blue MPPP is for your perception of yourself. Instructions for completing the form are on side one.

The third form (green) is the Leader Effectiveness & Adaptability Description (LEAD-Self). The LEAD-Self is a measure of leader style, range, and adaptability. You should be able to complete all of these forms in approximately 20 minutes.

Participation in this study by you is very important. You will provide valuable information that can add to the understanding of situational leadership theory. Please answer all questions as honestly as you can. Responses will be kept in confidence. Results will be reported statistically so that individuals and institutions will not be identified.

Return the completed instruments in the addressed, stamped envelope by April 20, 1988. If you would like a computer analysis and explanation of your particular work behavior type and/or if you would like an analysis of your LEAD-Self, print your name on the appropriate form(s) and I will mail you a copy of your results. Thank you for your participation.

Sincerely,

Iona Poston, RN, MSN
Educational Leadership

APPENDIX D
COVER LETTER TO FACULTY

April 1, 1988

Dear Colleague:

Your nursing program has been selected to participate in a national study of leadership adaptability. Your administrative head has consented to participate in this study and now your participation would also be appreciated. Your participation involves completing the three enclosed forms and returning them to me in the envelope provided.

There are two forms on gold paper. The first is a demographic questionnaire for the purpose of describing the population involved in the study. The second gold form is the Marcus Paul Placement Profile (MPPP) which is a measure of work behavior type. The gold MPPP is for your perception of yourself. Instructions for completing the form are on side one.

The third form is a blue Marcus Paul Placement Profile. The blue MPPP is for your perception of your dean. Mark the boxes (most and least word descriptors) as you perceive your dean in the job situation. You should be able to complete all of these forms in approximately 20 minutes.

Participation in this study by you is very important. You will provide valuable information that can add to the understanding of situational leadership theory. Please answer all questions as honestly as you can. Responses will be kept in confidence. Results will be reported statistically so that individuals and institutions will not be identified.

Return the completed instruments in the addressed, stamped envelope by April 20, 1988. If you would like a computer analysis and explanation of your particular work behavior type, print your name on the gold self-perception MPPP and I will mail you a copy of your results. Thank you for your participation.

Sincerely,

Iona Poston, RN, MSN
Educational Leadership

APPENDIX E
DEAN'S QUESTIONNAIRE

Demographic Data

Directions: Circle the appropriate response.

Institutional Data

1. parent institution type: public private
2. parent institution size (number of students):
 < 3000 3-5 thousand 5-10 thousand
 10-15 thousand 15-20 thousand >20,000
3. type(s) of nursing degree programs offered:
 LPN AD BSN MSN PhD Other _____
4. number of BSN students:
 <30 30-50 50-75 75-100 100-125 >125
5. number of BSN faculty:
 <5 5-10 10-15 15-20 20-30 30-40 >40

Dean's Individual Data

1. your length of service as dean this institution:
 <1 1-3 3-5 5-7 7-9 9-12 >12
2. total number years in a dean's position:
 <1 1-5 5-10 10-15 15-20 >20
3. total number years in a higher education administrative position:
 <1 1-5 5-10 10-15 15-20 >20
4. total number years in nursing higher education:
 <1 1-5 5-10 10-15 15-20 >20
5. degrees held:
 - a. MSN MN MNSc MEd (major _____)
 other master's:
 - b. PhD EdD DNSc (field _____)
 other doctorate:
6. your age: <35 35-45 46-55 56-65 >65

APPENDIX F
FACULTY QUESTIONNAIRE

Faculty Demographic Data

Directions: Circle the appropriate response.

1. your length of service this institution:
<1 1-3 3-5 5-7 7-9 9-12 >12
2. current rank:
instructor assistant professor
associate professor professor
other (please explain _____)
3. tenure status: non-tenured tenured
4. total number years in nursing higher education:
<1 1-5 5-10 10-15 15-20 >20
5. degrees held:
a. MSN MN MNSc MEd (major _____)
 other master's: _____
b. PhD EdD DNSc (field _____)
 other doctorate: _____
6. your age: <30 30-35 36-45 46-55 56-65 >65

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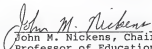
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BIOGRAPHICAL SKETCH

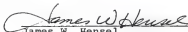
Laura Iona Poston was born in Charleston, South Carolina, on September 11, 1951. She graduated from James Island High School in 1969. She received a Bachelor of Science in Nursing degree in June, 1973, from Medical University of South Carolina and a Master of Science in Nursing degree in August, 1979, from Medical College of Georgia.

Her professional experience includes working as an operating room staff nurse, a pediatric staff nurse, a neonatal intensive care staff nurse, a camp nurse, a faculty member in an associate degree nursing program, and a faculty member in a baccalaureate nursing program. She has a wide range of interests which include sports, music, and art.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


John M. Nickens, Chair
Professor of Educational
Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

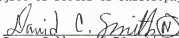

James W. Hensel
Professor of Educational
Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Kathleen Smyth
Professor of Nursing

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August, 1988


Dean, College of Education

Dean, Graduate School

UNIVERSITY OF FLORIDA



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